World War II to the Cold War

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**Office Hours:** 2:30 - 5:00 Tuesday and Thursday  
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**Summary of Unit**

This unit aims to show how the United States transitions from one major event in history to another by analyzing the economic, cultural, and political changes that occurred in the United States as it transitioned from the Great Depression to World War II, and from World War II to the Cold War. Students will analyze how the economy climbed out of the Great Depression because of America's entrance into World War II. The unit it will also cover American culture during World War II, as well as how the war affected different kinds of Americans (such as Japanese Americans, women, the working class, ect..). Students will also analyze how the aftermath of World War II set the stage for the Cold War. As students learn this, they will begin to look at how each event of the Cold War was part of a snow ball effect that added more and more tension between Russia and the United States. It is important to understand both World War II and the Cold War in both American history and world history, as well as the lasting impacts of these two events.

**Establish Goals**

**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1, Knowledge, Concepts, Theme, Patterns.  
**Grade Level:** 9-Diploma "World War II and Postwar United States, 1939-1961"  
Students understand major ears, major enduring themes, and historical influences in the United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.  
**Performance** **Indicators:** a, b, c, d

**Students will understand that**

• World War II brought the United States out of the Great Depression.  
• the Untied States helped turn the tied of World War II.  
• the aftermath of World War II led right into the Cold War.

**Essential Questions**

• How did entering World War II affect the United States?  
• How did the United States entering the war change the war's dynamic?  
• Why did World War II lead to the Cold War?

**Students will know**

• Important People and Events: FDR, Hoover, Truman, Eisenhower, JFK, Stalin, Patton, Hitler, Mussolini, Churchill, Zedong, Ho Chi Minh, Nikita Khrushchev, Nixon...  
• Sequences and Timelines: Great Depression, World War II, World War II battles (Midway, D-day, Stalingrad, invasion of Poland, Battle of the Bulge...), Pairs Peace Conference, the Cold War (Korean War, Warsaw Pact, Truman Doctrine, Cuban Missile Crisis, Vietnam War)....  
• Critical Details: Great Depression economy, American culture during World War II, American culture during the Cold War, Cold War Politics...

**Students will be able to**

• describe that World War II changed homeland America  
• make sense of the United States' impact on World War II  
• decide the extent of which the United States changed the course of the war.  
• analyze the transition from one major world event to another.  
• imagine the lives of Americans during World War II.  
• reflect on the long lasting impacts of the Cold War  
  
  
**Performance Task Overview**   
There has been a massive movement toward creating entertaining ways to teach Americans about the history of the United States. To fallow this movement, the History Channel wants to make a podcast series on their website explaining history through broadcasts true to the time period they are referring to. They are asking broadcasters to make a radio show true to the 1950's talking about how the United States got to where it was at the time. They want the broadcast to talk about the major events of World War II and World War II led into the Cold War. Each entry will be reviewed by a board of history experts will assess the accuracy of each entry's content and how true to the 1950's they are. The winner will be the podcast that concisely delivers the most accurate information about the subject and creatively captures the culture of a 1950's radio show. Whoever wins tis contest will be offered contract with the History Channel to create the rest of the podcasts for this series and other podcast series. This is a huge break for any broadcaster like yourself, so wining this contest is very important to you! Make sure your podcast has accurate and concise content, is true to the 1950's, and in entertaining, and you will be the winner!

**Expectations**

**Absences:**  
There will be circumstances that arise that will force a student to miss this class. It happens to every student every now and then. Students will be fully responsible for making up all of the work they missed in their absence. Students can either check with their study partner for what they missed or talk directly with eh teacher. Due dates for certain assignments can be changed only of it the new due date is communicated to and agreed upon by both the teacher and student.

**Plagiarism:**  
Plagiarism will be dealt with based on the districts plagiarism policies. All resources, both school and resources that students may find on their own, must be properly cited using the MLA formatting. Students must make an effort to avoid plagiarism. If a student doesn't fully understand how to cite their sources, then the student must meet with the teacher at a time they are both free so the student can learn how to cite information properly.

**Assignments:**  
All assignments, both written and projects, will have a set due date. I do understand that things do happen, and that there may be extenuating circumstances that prevent a student from completing an assignment by it's corresponding due date. If this happens, the student must be in contact with the teacher, and they will both agree on a new, fair due date. All late assignments will have points deducted based on how late it was handed in.

**Classroom Expectations**:  
Students will help create a respectful create learning environment, both towards the teacher and their classmates. With the many discussions a part of this class, students will have to be open mined and respectful of other's opinions. Students are expected to have all of their assignments, notebooks textbook, and writing utensils at every class.

**Benchmarks (500 Points)**

**Podcast -** In your groups, create a podcast about how World War II affected the lives of different kinds of Americans. Each group will choose a different group of Americans. Students can pick from Japanese Americans, women, the working class, or another kind of American that students come up with as long as it's approved by the teacher. Be sure to talk about the culture, economic, and political aspects of each group's lives. Also compare their lives during World War II to their lives during the Great Depression. **70 Points**

**Wiki Debate -** Participate in a debate on a wiki comment section with you classmates about the impact the United States had on World War II. Be sure to refer to specific battles and events that backs up your opinion. Use information that we learned in class in addition to additional research you do on your won. Make sure you cite your sources properly. Make multiple posts and respond to posts your classmates have posted as well. Be sure to be respectful when disagreeing with another student's beliefs, and enter this assignment with an open mind. **50 Points**

**Slide Show -** After completely the wiki debate and considering other's opinions, you will create and present a slideshow about your final opinion on the level impact the United States had on World War II. You can use information from class, but be sure to include you won research. Be sure to include specific battles and events with personal analysis on how it shows the level of impact the United States had on World War II. Make sure your slide show is engaging, don't just read off your slides. **70** **Points**

**Skype Interview -** Using Skype, the class will interview someone who has lived through both World War II and the Cold War. Be sure to come to the class we interview them with questions you would like to ask them. Make sure these questions aren't too personal, and the interviewee has the right to refuse to answer any question they don't feel comfortable answering. After we conduct the interview, write a reflection about what you learned and what surprised you about what they said. Include specific stories and examples they may have said during the interview. **60 Points**

**Comic -** Create a comic describing the life of the average American during World War II. You can choose to include multiple characters to tell us about different kinds of American (women, Japanese Americans, soldiers, ect..) or focus on one kind of American. Get creative with it! These characters do not have to be real, but their situations and experiences should be representative of what happened to many Americans during World War II. **50 Points**

**Timeline -** Create a timeline using Lifetracker documenting the tensions between the United States and Russia, which led to and persisted during the Cold War. Students can start the timeline where they believe the tensions actually started, but there has to be good logic behind where you started. Don't just state the events that happened, but explain how each event added more tension to the conflict between Russia and the United States. Make sure you include all of the major events that led to the Cold War and during the early stages of the Cold War. **80 Points**

**Performance Task: 120 Points**

**Grading Scale**

**A** (93 -100), **A-** (90 - 92), **B+** (87 - 89), **B** (83 - 86), **B-** (80 - 82), **C+**(77 - 79), **C** (73-76), **C-** (70 - 72), **D+**(67 - 69), **D** (63 - 66), **D-** (60 - 62), **F** (0 - 59).